

Little Achievers @ Ribbleton Children's Centre

Ribbleton Children's Centre, Ribbleton Hall Drive, PRESTON, PR2 6EE

Inspection date	25/09/2014
Previous inspection date	10/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children are offered a broad range of activities that help them make good progress.
- Children are happy and develop warm, affectionate bonds with the staff. This helps them to be confident and self-assured.
- Children are kept safe from harm because staff have a secure understanding of how to manage risks and protect children's health and safety.
- Established partnership with parents and other agencies results in information being effectively shared and children's needs being effectively met.

It is not yet outstanding because

- Staff are sometimes too task-focused during routines and they do not always maximise opportunities for children to interact socially, for example, during lunch times.
- Staff do not always obtain comprehensive, sharply focused information about children's learning and development on entry to the nursery in order to further enrich the planning process.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's arrival time and activities in the indoor and outdoor play areas.
- The inspector spoke to the children, parents and members of staff.
- The inspector reviewed records of the children's assessment and planning and regulatory records including adult qualifications and suitability to work with children and the setting's safeguarding policy.
- The inspector discussed the procedures for safeguarding children with the staff and viewed the risk assessments and other safety documentation.
- The inspector conducted a joint observation with the manager of an adult-led activity.
- The inspector reviewed the provider's hardcopy self-evaluation form, provided to her during the inspection.

Inspector

Cath Palser

Full report

Information about the setting

Little Achievers @ Ribbleton Children's Centre was registered in 2006 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose built premises in the Ribbleton area of Preston, Lancashire. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 83 children on role and of these, 71 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2, including one with Early Years Professional Status, eight with a qualification at level 3 and one with a qualification at level 4. The registered provider is a member of the National Day Nurseries Association and support, training and advice is obtained from the local authority, Sure Start teacher and development teams. The nursery has achieved Investors in People status and completed the Lancashire Step into Quality award.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the organisation of routines so that children are not rushed and that during lunchtimes, social opportunities are maximised, for example, by staff sitting with children as they eat, initiating conversation in a more relaxed atmosphere
- build on the good systems already in place to obtain more comprehensive, sharply focused information about children's learning and development on entry, to focus even more effectively on planning purposeful play opportunities to support children to make good progress right from the start.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide children with good educational programmes across the seven areas of learning and development. They take time to get to know the children's individual interests and abilities and use this knowledge to plan further learning opportunities and experiences. As a result, children enjoy their time at the nursery and show the characteristics of effective learning. Staff provide a learning environment to allow children to explore and take control of their own play. They set children tasks that offer physical and mental challenges, for example, as children eagerly take part in 'performing, shaking

and moving'. Children persevere and think for themselves as they reposition large wooden materials to make ramps and balance beams. They take risks and test their ideas by gently bouncing in the middle of the plank of wood to see if it can take their weight. As a result, children are self-motivated and show good physical and problem solving skills. Staff know when to intervene and when to offer children support. For example, they offer their hand for younger children to hold on to as they walk across a balance beam and provide suggestions of what to build with construction toys. As a result, children try things for themselves and gain confidence in their own abilities.

Staff ensure children have the chance to express their own ideas, such as, during group time. They give children plenty of time to think as they ask open questions and offer prompts, for example, when talking about what the weather is like. Consequently, children develop good listening skills and gain confidence communicating their thoughts to others. Staff support children's early literacy skills well by, for example, sharing books together. They learn to differentiate between loud and quiet noises as they tap drums and listen for sounds in the environment. Staff model and guide children's play and re-shape tasks as they occur, for instance, as they pretend to be lions while crawling on the floor. They give children clear instructions and talk about expectations, for example, as they remind children not to bump into toys and then describe how to walk on tiptoes. As a result, children acquire the skills, attitudes and dispositions for school readiness.

Staff have high aspirations for the children. They invite parents to join their children for sessions when children first start at the nursery and take the opportunity to find out about children's interests and abilities. However, staff do not always obtain comprehensive, sharply focused information about children's learning and development at this time, to focus even more effectively on planning purposeful play. Parents are kept well informed about their children's learning and have daily opportunities to chat to the staff. They are invited to parents' meetings and can communicate by text messaging and email and a new online, computer system. Assessments are completed by the staff, including the progress check for children between the ages of two and three years to ensure that any need for early intervention can be identified. There are effective systems in place to liaise with other agencies to provide additional professional advice and support when appropriate. Staff have very good links with the adjacent children's centre, including regular guidance provided from the centre teacher. Staff have good partnership working with parents and offer ideas so they can support children's learning at home. For example, they use strategies designed to enhance specific speech and language and behaviour skills and activities to promote mathematical development. As a result, any gaps in children's learning, including for those children with special educational needs and/or disabilities and English as an additional language, are being quickly closed.

The contribution of the early years provision to the well-being of children

The key-person system is effective. Staff warmly welcome parents and children into the nursery as they arrive. Staff establish good relationships with parents, who are introduced to their key person and invited to attend initial sessions with the children when they first start at the nursery. Parents comment that their children have lots of friends and are happy. They say that staff are very friendly and approachable and they offer reassurance

and cuddles to help children settle. As a result, children develop strong bonds and attachments and settle in well. Staff are good role models of behaviour and reinforce positive strategies and clear expectations. Children are encouraged to play cooperatively, take turns and share. They are rewarded with praise and given stickers for their achievements. As a result, children develop good self-esteem and behave very well. Staff take time to talk to parents to establish individual children's routines. As a result, children's needs are well met throughout their time at the nursery.

Children are given tasks, for example, distributing plates of food and tidying away toys after they have finished. As a result, children develop good levels of independence and confidence. Staff encourage children to learn to manage their own toileting needs. They are supported to rub their hands properly with soap and attend to their own clothing. As a result, children develop good hygiene and self-care skills. Children sit together to eat tasty, nutritious meals. For example, they enjoy a selection of cereal for breakfast and fish pie, carrots and fresh fruit for lunch. However, these routines are sometimes rushed as staff are too task-focused and they do not always maximise opportunities for children to interact socially.

Staff provide children with the freedom to play outdoors throughout the day and are offered plenty of opportunities to take risks in their play and use the equipment safely, for example, as children cycle over ramps and negotiate the incline in the bicycle path. Older children skilfully regain their balance with increasing confidence on the large play equipment, and younger children paint and use their cutlery with good dexterity and coordination skills. As a result, children show good self-motivation and enjoy being active. This helps prepare them emotionally for their next stage in learning and their journey on to school.

The effectiveness of the leadership and management of the early years provision

The manager and staff understand their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. The manager monitors the quality of the planning and delivery of educational programmes. This ensures that staff provide accurate and detailed observations and assessments of the individual progress that children are making. Staff from each room meet weekly to discuss planning for individual children's next steps in learning and to identify whether there are any gaps in their learning. Staff design the environment to provide interesting and challenging experiences for all children and as a result, children enjoy their time at the nursery. The manager and staff understand and meet the safeguarding and welfare requirements and recognise how to keep children safe. They know the correct procedures to follow should they have any concerns that children are at risk of harm. Staff have completed the relevant safeguarding, paediatric first aid and food safety training. They follow the procedures regarding mobile telephones and cameras to ensure children's safety. Risk assessments are completed daily to identify and minimise any hazards and safe recruitment and vetting procedures ensure that children's safety is maintained. There is an effective written complaints procedure in place and children take part in evacuation procedures so they are familiar with how to keep themselves safe in the event of an

emergency. As a result, children are safeguarded effectively.

Staff performance is monitored effectively. This is because the manager provides effective peer observations, supervision, appraisals and staff meetings so that professional development needs can be identified. Staff are keen to undertake regular training to develop their skills and knowledge, which is reinforced by the manager's passion and enthusiasm. For example, staff have recently attended training for heuristic play and have developed treasure baskets. These have been particularly successful in the baby room, as children have enjoyed the multi-sensory experiences as they explore the contents.

Staff have established strong links with other agencies. There are clear systems in place to ensure that support is sought from other agencies to secure appropriate interventions. Staff work collaboratively with other professionals to provide additional support to parents and children when appropriate. Parents comment that they feel very much supported by the staff and are pleased with the progress their children are making following involvement with the staff and other agencies. Children, including those with special educational needs and/or disabilities and English as an additional language are making good progress towards the early learning goals and any gaps are closing. A new online computer system has recently been introduced to provide parents with further opportunities to share their children's progress, and establish ways to support their children with their learning at home. The manager and staff demonstrate good teamwork as they reflect on areas to develop within the nursery. Parents and children's comments are also welcomed and this contributes to the effective self-evaluation and good capacity to improve.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY317157
Local authority	Lancashire
Inspection number	862252
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	118
Number of children on roll	83
Name of provider	Rosy Apple Childcare Ltd
Date of previous inspection	10/06/2009
Telephone number	01772 655789

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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